

Grade 6 Extended French: Overview

- ❖ There is no expectation that you speak French in the home.
- ❖ Any work you do with your child that builds and reinforces literacy and numeracy skills in your home language will be of benefit to the student.
- ❖ Literacy and numeracy skills transfer from one language to another.
- ❖ Where possible, we have included instructions and prompts for students in French.

If your child is in Grade 6-8:

- ❖ have your child read the instructions in French and explain what they are being asked to do to you;
- ❖ if the prompt asks the student to write, you can encourage your child to write in French;
- ❖ have your child say out loud what they plan to write before beginning the writing process;
- ❖ value 'invented spelling' or spelling words based on the sounds the students hear in the words;
- ❖ a student may pick a few words to verify for conventional (or 'correct') spelling;
- ❖ if they don't know the specific word in French, encourage the child to describe the concept of the word using the words in French that they do know;
- ❖ if they wish to write in English (or partly in English), please let them do that knowing that as they practice writing skills in any language, their writing skills in French will continue to grow once they are back in the French-speaking environment of the classroom.

Texte reconnaissant les Traités

Below is the UIEC French Language version of the updated Land Acknowledgement:

Nous reconnaissons que nous sommes accueillis sur les terres des Mississaugas des Anichinabés, de la Confédération Haudenosaunee et du Wendat. Nous voulons également reconnaître la pérennité de la présence des Premières Nations, du Métis et du Inuit.

Treaty Acknowledgement

We acknowledge we are hosted on the lands of the Mississaugas of the Anishinaabe, the Haudenosaunee Confederacy and the Wendat. We also recognize the enduring presence of all First Nations, Métis and the Inuit peoples.

Grade 6 Extended French: Curriculum Expectations

Subject	Big Idea(s)	Overall Curriculum Expectations
Le Langage	<p>I can Identify the main idea of a narrative text, informative text and poem</p> <p>I can make connections to self, other texts and the world</p>	<p>Reading</p> <ul style="list-style-type: none"> ❖ determine meaning in a variety of French texts, using a range of reading comprehension strategies <p>Writing</p> <ul style="list-style-type: none"> ❖ write in French in a variety of forms and for a variety of purposes and audiences, using knowledge of vocabulary, language conventions, and stylistic elements to communicate clearly and effectively
Les Mathématiques	<p>I can explore numbers as well as 2D and 3D shapes in inventions/innovations in the world around us</p>	<p>Geometry</p> <ul style="list-style-type: none"> ❖ identify quadrilaterals and three-dimensional figures and classify them by their geometric properties
Les Sciences	<p>I can think critically about the positive and harmful effects of different inventions/innovations and determine ways to minimize harmful effects to protect myself and the environment</p>	<p>Habitats & Communities</p> <ul style="list-style-type: none"> ❖ analyse the effects of human activities on habitats and communities
Les Études Sociales	<p>I can explore inventions/innovations created by early societies from different continents including North America, Africa and Asia and how these inventions relate to my everyday life</p>	<p>Early Societies to 1500 CE</p> <ul style="list-style-type: none"> ❖ describe significant aspects of daily life in a few early societies

6e année: Tableau de Choix Intensif

C'est très important de bien soigner ta santé mentale et ton bien-être chaque jour. Quelles activités pourrais-tu faire pour t'amuser et pour te relaxer? Choisis une variété d'activités chaque semaine.

BOUGER	CRÉER	RÉFLÉCHIR	INTERAGIR
Danse en écoutant de la musique en français ou dans une autre langue.	Fais un dessin, un bricolage ou un projet d'art avec des matériaux autour de toi. Décris ce que tu as fait en français.	Écris un journal personnel pour réfléchir et organiser tes pensées. Note tes questions, tes peurs, tes réussites.	Joue à un jeu que tu as déjà, mais en français. (ex. Scrabble - use the tiles to create as many French words as you can)
Fais une promenade avec un membre de ta famille. Qu'est-ce que tu vois? Qu'est-ce que tu peux décrire en français?	Crée un rap, un poème ou une chanson qui exprime tes pensées.	De quoi es-tu reconnaissant(e)? Dresse une liste. Partage tes idées avec quelqu'un, si tu veux.	Parle à un membre de ta famille ou à un(e) ami(e) pour discuter des solutions possibles pour un problème dans ta vie.
Invente une course d'obstacles ou quelques stations d'exercice. Comment peux-tu bouger de façons différentes? Peux-tu compter à bonds en faisant des exercices? (par 6, 8, 12...)	Crée un jeu avec des chiffres, des formes, des sons et/ou des rythmes. Quel est le but de ton jeu? Comment y jouer?	Assieds-toi et ferme tes yeux. Qu'est-ce que ton corps de dit? Comment te sens-tu? Qu'est-ce qui va bien? Qu'est-ce qui te stresse?	Raconte une histoire à quelqu'un. Est-ce qu'elle sera une histoire drôle, une aventure, un drame? Est-ce qu'elle sera une histoire narrative ou une expérience vécue?

6e année: L'eau est la vie

Cette semaine, j'apprends l'importance de l'eau pour la vie. Je pratique la géométrie.

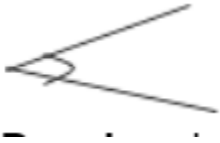
LE FRANÇAIS/LE LANGAGE

Read the text about Autumn Peltier on the next page. Tell someone in your house what you learned about her.

1. Write a letter to Autumn thanking her and encouraging her in her efforts to preserve water.
2. What actions can you commit to taking personally that will help protect and preserve water? In your letter, let Autumn know how you will take responsibility for protecting water. (See this week's Science activities.)

LES MATHÉMATIQUES

Draw a 4-sided figure that does not have a line of symmetry and has 2 acute angles.



Sketch 3 different trapezoids with a 45° angle with at least one side that measures around 11 cm.

Look for items with different shapes in your environment. Sketch them on a piece of paper.

Sort the shapes by:

- ❖ having a line of symmetry
- ❖ having rotational symmetry
- ❖ right angles.

Create either a T-Chart or Venn Diagram to help you sort your objects..



6e année: L'eau est la vie

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SCIENCE

Water is required to support biodiversity

Without sufficient water, stresses on species increase global biodiversity losses.

Ecosystems and their biodiversity should not be viewed as consumers of water, but as essential elements of natural infrastructure within water management.

Source: UNESCO (2017). International Day for Biological Diversity 2013: United Nations Educational, Scientific and Cultural Organization. UNESCO. Retrieved from <http://www.unesco.org/new/en/unesco/events/prizes-and-celebrations/celebrations/international-days/international-day-for-biological-diversity-2013/>. Accessed May 15, 2020

Reflect upon the following:

- ❖ Why is water important for you?
- ❖ How is water used in your home?
- ❖ What role does water play in your community?
- ❖ How does water support life?
- ❖ What would happen if there was a shortage of water? Or if you couldn't drink the water in your home?

LES ÉTUDES SOCIALES

Cette semaine tu lis un article d'Autumn Peltier, une jeune l'activiste de l'environnement, qui représente le Canada autour du monde. Après la lecture, choisis une des tâches suivantes.

Regarde l'affiche "Water is Life".

Source: Onoman Collective (2020). Isaac Murdoch & Christi Belcourt Banners. Onoman Collective. Retrieved from <http://onamancollective.com/murdoch-belcourt-banner-downloads/>. Accessed May 15, 2020

Choix A:

Crée ton propre affiche en français pour montrer comment protéger l'eau.

- ❖ Quel est le message que tu veux livrer?
- ❖ Quelle(s) image(s) vas-tu utiliser? Pourquoi les as-tu choisies?
- ❖ Où imagines-tu que mettre ton affiche?

Choix B:

Présente sur l'importance de l'eau à un membre de ta famille. Offre des conseils pour utiliser moins d'eau chez vous.

6e année: L'eau est la vie

Cette semaine, j'apprends l'importance de l'eau pour la vie. Je pratique la géométrie.

TEXTE: AUTUMN PELTIER

Autumn Peltier is a teenager from the Wiikwemkoong Unceded Territory on Manitoulin Island. She has become an internationally known advocate for the protection of water and for water rights.

Autumn continues the work of her great aunt Josphine Mandamin who was a well-known advocate for water protection and conservation of the Great Lakes. At the age of 8, Autumn visited the Serpent River Reservation where she saw a sign warning people that the water was too toxic to drink. This was when she realized that not everyone in Canada has access to clean, safe drinking water. And so she began to work tirelessly alongside her elders to fight for the protection of water and for access to clean safe drinking water for all people.

Autumn's work has taken her around the world and she has spoken to conferences with other environmentalists, scientists and world leaders. She has drawn on her culture and the traditional teachings she grew up with to do her work, using ceremony and song to pay respect to the earth and to the water. In June 2019, Autumn Peltier was named the new Anishinabek Nation Chief Water Commissioner. Through this position, Peltier will help to raise awareness on water issues and share traditional knowledge.

TDSB FSL, 2020

Source: Adapted from CBC Radio (2019, August 6). *Meet Autumn Peltier, teen water warrior*. CBC Radio. Retrieved May 15, 2020, from <https://www.cbc.ca/radio/secretlifeofcanada/meet-autumn-peltier-teen-water-warrior-1.5237845>

WATER IS LIFE



Source: Onoman Collective (2020). Isaac Murdoch & Christi Belcourt Banners. Onoman Collective. Retrieved from <http://onamancollective.com/murdoch-belcourt-banner-downloads/>. Accessed May 15, 2020